



21st Century
Community Learning Centers



**EMPOWERMENT ACADEMY@LEWIS-COBB COMMUNITY CENTER
Cohort 15 - Project Award #16K-2447B-7PCC1
2016-2017 SUMMATIVE EVALUATION REPORTING
GRANT YEAR 1**

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Agency and Program Overview

Founded in 2011, Empowerment Academy, Inc. (EA) is a 501(c)3 non-profit community development corporation in Duval County. EA is a certified Community Housing Development Organization with the City of Jacksonville's Housing and Community Development Division and a Community Contribution Tax Credit entity under the Florida Department of Economic Opportunity. As such, EA provides social services, educational opportunities, neighborhood revitalization, and financial literacy to families in communities that house Duval County's underserved and economically challenged populations.

To determine if a need existed for EA's 21st CCLC program, an extensive data mining effort was undertaken to probe for trends and expose gaps in services. Poverty rates, minority population, and crime statistics risk factors were examined on a community level. Minority and poverty risk rates, wellness indicators, school grades, graduation rates and crime statistics at targeted high school, free/reduced lunch percentages, and reading/math/science literacy risk factors were examined on a school level. Collected data revealed that there is minimal affordable, available, afterschool programming in EA's target areas. Specifically, the results of the focus group study conducted by Jacksonville Metropolitan Community Benefit Partnership (2012) revealed that families in impoverished areas of Duval County feel there is a lack of afterschool programs that are free or subsidized and that have late afternoon and early evening hours. Furthermore, access to technology, homework assistance, dropout/graduation rates, low wage jobs, untimely feedback from district (e.g. teachers/administrators not discussing student issues with parents) were found lacking.

EA is fulfilling its mission to improve education and community outcomes by providing 21st CCLC programming. EA's primary target population is students in low to moderate income households, attending Ribault Middle School (RM) or William M. Raines High School (WR), as well as middle/high school students in area private schools. Both target schools are Title 1 with over 65% of the students receiving free/reduced lunch. By offering 21st CCLC services to students attending the proposed Title 1 schools and eligible private school students, EA sought to provide the answer to the gap in available services focused on the issues of unattended children during late afternoon/early evening hours, poor academic and state assessment outcomes, and low promotion/graduation rates. By including services for adult household members, we sought to offer intervention services that are family centered and designed to help families feel less isolated, more confident, more involved in the community, and more motivated to sustain quality of life improvements.

EA serves students in grades 6-12 at the Lewis-Cobb Community Center. Students are offered 11.25 weekly service hours during the regular school year and 28.75 weekly service hours during the summer. The site is open Monday-Wednesday, with all grades being served 3.75 hours a day from 2:30p-6:15p on regular school days and 5.75 hours a day from 9:30a-3:15p on certain non-school days. Further, the site is open from 9:30a-3:15p for six weeks of summer services, with the site being closed the week of the Fourth of July. EA has a program director and site coordinator to oversee the afterschool program. The site is also staffed with 3 certified teachers, one site assistant, 3 tutors/education assistants, and volunteers that assist with

program implementation. Direct supervision is always maintained and all site activities are conducted at a maximum 1:10 teacher/student ratio.

All activities are supervised by certified teachers who are assisted by tutors/education assistants. Volunteers provided by program partners assist as needed. Each day students receive a nutritious snack and 60 minutes of math, science, and/or language arts instruction that incorporates Project Based Learning(PBL) experiences and Study Island's research-based curricula specifically tailored to Florida Standards. Additionally, students receive a daily 60-minute allotment for personal enrichment activities focused on physical and social wellness and 60 minutes of student choice time (during which they choose from a menu of options including homework assistance, computer lab, reading, outdoor activities, and assessment prep). Prescribed afterschool activities are offered to expose students to educational concepts designed to improve their academic and wellness outcomes. These improved outcomes translate to better grades, attendance, and assessment performance, which are all factors that impact dropout and graduation rates. Parenting workshops are offered every month and workshop topics are driven by community need and interest. This approach ensures the entire family receives program benefits, which is a stride towards maintaining longitudinal program results and increasing parental connection to students' educational life.

2016-17 was the inaugural year for EA's 21st CCLC. Due to a delay in obtaining a facility use contract for Lewis-Cobb, the initial start date of August 15, 2017 was delayed until September 19, 2017. This resulted in provision of 98 days of programming over 34 weeks, instead of 113 program days over 39 weeks. There were no additional program delivery issues. EA was privileged to receive a Site Visit and a Compliance Visit this year. Both visits were very helpful in revealing potential areas for growth. Student attendance and recruitment are the program's greatest areas of struggle. Intensified efforts will be utilized as the program continues. Survey feedback from parents, teachers, and students were very constructive and revealed the major stakeholders to EA's initiative do see a positive impact from the services rendered. More details on EA's inaugural year will be provided in the complete summative report.

1.0 STUDENT ENROLLMENT AND ATTENDANCE

EA proposed to serve 55 regularly participating students. As indicated in the table below, EA had 42 total students attend at least 1 day during the 2016-17 program year. Of those 42 students, 40 students were considered regularly participating students with at least 30 days of attendance. Thus, EA had a 72% goal attainment in this area. The lowest area of recruitment was amongst middle school students. In addition, EA used Facebook and its website to promote recruitment. Numbers did pick up, but were not where they needed to be to meet the projected goal. The data also shows that EA had a strong 95% retention rate in maintaining the recruited students for 30 days or more. The high retention rate, was no doubt, instrumental in EA's attainment of high objective rates in most categories. Initial efforts to attain students were modified mid-year to include more attendance at PTSA and community meetings. EA continues to explore ways to improve student enrollment numbers.

Table 1. Student Enrollment: Total and Regularly Participating Students for Summer 2016 and School Year 2016-2017.

Center Name	Total Enrolled Attending (at least one day)				Regularly Participating Enrollment (30 days or more)			
	Summer Only	School Year Only	Both Summer AND School Year	Total	Summer Only	School Year Only	Both Summer AND School Year	Total
Lewis-Cobb	0	42	0	42	0	40	0	40
Note. Unduplicated counts shown. Students attending/enrolled in both operation periods are only reported under Summer AND School Year. Only Summer + Only School Year + Summer AND School Year = Total.								

2.0 STUDENT AND FAMILY DEMOGRAPHICS

Collected demographic data revealed that EA had a diverse student population. There were a total of 26 female and 16 male students attend at least 1 day during the 2016-17 program year. Of those students, 26 female and 16 male students were considered regularly participating students with at least 30 days of attendance. Students' ages ranged from 11 to 19.

Table 2. Student Demographics for Total Participating Students (All Students Served) and Regularly Participating Students.

Center Name	Total Participating Students				Regularly Participating Students			
	Gender			Age Range	Gender			Age Range
	Male	Female	DK*		Male	Female	DK*	
Lewis-Cobb	16	26	-	11-19	16	24	-	11-19

EA’s 21st CCLC program was structured in a manner that encouraged students and/or parents to self-report learning disabilities and formalized IEPs or 504 plans. Participants were not required to reveal the nature of their disability nor submit their education plan. Of the 42 students that attended at least 1 day during the 2016-17 program year, no student responded to the demographic item of *Limited English Proficiency* and three students self-reported they were on an IEP.

Table 3. Students with Special Needs: Total Participating Students.

Center Name	Limited English Proficient			Identified with Disability		
	Yes	No	DK*	Yes	No	DK*
Lewis-Cobb	-	-	42	3	-	37

As shown in *Table 4*, none of the 40 regularly participating students responded to the demographic item of *Limited English Proficiency* and three students self-reported they were on an IEP.

Table 4. Students with Special Needs: Regularly Participating Students.

Center Name	Limited English Proficient			Identified with Disability		
	Yes	No	DK*	Yes	No	DK*
Lewis-Cobb	-	-	40	3	-	37

*DK = Don’t Know.

EA’s 21st CCLC targeted two schools that are predominantly populated with African-American student. Demographic data reported by students revealed that all participants identified as African-Americans. *Note: Two students self-identified in two racial categories.

Table 5. Student Race and Ethnicity*: Total and Regularly Participating Students.

Center Name	Total Participating Students						Regularly Participating Students					
	American Indian/ Alaska Native	Asian/ Pacific Islander	Black or African American	Hispanic or Latino	White or Caucasian American	Unknown**	American Indian/ Alaska Native	Asian/ Pacific Islander	Black or African American	Hispanic or Latino	White or Caucasian American	Unknown
Lewis-Cobb	-	-	42	-	-	-	-	-	40	1	1	-

* Ethnicity categories are non-exclusive; students can be identified under multiple ethnicities.
 ** Unknown = Racial/ethnic group is unknown or cannot be verified.

Tables 6 and 7 show the distribution of students across grade levels for total and regularly participating students. The data clearly reveals the low middle school participation EA experienced. This is an area the agency will continue to work on in the upcoming program year. No 8th or 9th grade students attended EA’s 21st CCLC site during the 2016-17 program year. 11th and 12th grade students were the largest populations.

Table 6. Student Grade for Total Participating Students.

Center Name	Grade In School*													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Lewis-Cobb							2	1			2	20	17	42

** Grade levels are exclusive, as students can only be in one grade level. The total number of students where grade level is unknown are not indicated, but can be derived from this table.*

Table 7. Student Grade for Regularly Participating Students.

Center Name	Grade In School*													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Lewis-Cobb							2	1			2	18	17	40

** Grade levels are exclusive, as students can only be in one grade level. The total number of students where grade level is unknown are not indicated, but can be derived from this table.*

Tables 8 and 9 demonstrate a strong adherence to EA’s objective of targeting students in low to moderate income households. All total and regularly participating students self-reported as being on free or reduced lunch. In addition, both target schools are participants in the CEP program that provides free breakfast and lunch to the entire student population.

Table 8. Free/Reduced Lunch Status of Total Participating Students.

Center Name	Free or Reduced-Price Lunch		
	Yes	No	DK
Lewis-Cobb	42		

Table 9. Free/Reduced Lunch Status of Regularly Participating Students.

Center Name	Free or Reduced-Price Lunch		
	Yes	No	DK
Lewis-Cobb	40		

3.0 PROGRAM OPERATIONS

2016-17 is EA’s inaugural program year. As such, EA did not have summer programming in the Summer of 2016. Consequently, there is no data to report in *Table 10*.

Table 10. Summer 2016 Operation.

Center Name	Total number of <u>weeks</u> THIS center was open:	Typical number of <u>days per week</u> THIS center was open:	Typical number of <u>hours per week</u> THIS center was open on:		
			WEEKDAYS	WEEKDAY EVENINGS	WEEKENDS
Lewis-Cobb	N/A	N/A	N/A	N/A	N/A

EA’s inaugural year included a total of 34 weeks of instruction during the 2016-2017 school year. Due to holidays that fell on service days and an initial delay obtaining the facility contract, the center was open a total of 98 days during the regular school year. EA provided students with 11.25 weekly after school service hours. The site was open three days weekly, Monday-Wednesday, with all grades being served 3.75 hours a day during the hours of 2:30p-6:15p on regular school days, and 5.75 hours a day from 9:30a-3:15p on certain non-school days (November 23, 2016 and February 20, 2017). There were 15 early release days in which students were provided an additional hour of service, resulting in 4.75 service hours from 1:30p – 6:15p.

Adult / Family Service hours were provided once a month on the fourth Thursday of the month from the hours of 6:30p-8p. Family service activities were provided during the months of September 2016 – May 2017 for a total of 9 months, providing 13.5 hours of Family service activities.

Table 11. School Year 2016-2017 Operation.

Center Name	Total # <u>weeks</u> THIS center was open	Total # <u>days</u> THIS center was open	Typical # <u>days per week</u> THIS center was open	Typical # <u>hours per week</u> THIS center was open				Total # <u>days</u> THIS center operated			
				Before School	During School	After School	Weekends / Holidays	Before School	During School	After School	Weekends/ Holidays
Lewis-Cobb	41	98	3	0	0	11.25	0	0	0	98	2

4.0 STAFF CHARACTERISTICS

EA's site is staffed with three certified teachers, three tutors/education assistants, one site assistant, one site coordinator and one program director. The site also included 6 volunteers that assisted with program implementation. All staff have passed a level 2 background screening.

All teachers hold current Florida teaching certificates. The tutors/education assistants are all experienced in the education field and are CPR/First Aid certified. The Site Coordinator holds double baccalaureate degrees and double Master's Degree. She brings 20+ years of education experience to EA's 21st CCLC program. The program director holds a Bachelor's degree, and a Master's Degree. She is also a Licensed Mental Health Counselor with 21 years of experience serving families.

All staff received professional development training in various relevant topics, including: Child Abuse & Neglect, Integrating Academic Content in Afterschool Programming, Building College Career Readiness, and the Role of Enrichment Activities in Summer Learning Programs.

EA's volunteers consist of program parents, retired district personnel, and personnel employed by the Jacksonville Fire and Rescue Department.

The staff to student ratio was maintained at a maximum of 1:10, and the program did not experience significant turnover.

4.1 Staff Demographics

As seen in the table below, EA's staff consists of 9 paid employees (3 Teachers, 2 administrators, and 4 sub-contracted staff). The sub-contracted staff includes 3 tutors/education assistants and 1 site assistant.

EA's site was assisted by 2 parent volunteers and 6 community volunteers to provide after school programming.

Table 12. Regular Staff by Paid and Volunteer Status.

Staff Type*	Summer of 2016		2016-2017 School Year	
	Paid ¹	Volunteer	Paid ¹	Volunteer
School Day Teachers (former and substitute)	N/A	N/A	3	
Center Administrators and Coordinators	N/A	N/A	2	
Other Non-teaching School Day Staff	N/A	N/A	0	
Parents	N/A	N/A	0	2
College Students	N/A	N/A	0	
High School Students	N/A	N/A	0	
Community Members	N/A	N/A	0	6
Sub-contracted Staff	N/A	N/A	4	
Other**	N/A	N/A	0	

¹For all staff categories except "Other", report only staff paid with 21st CCLC funds.
* These categories represent the regular responsibilities of program staff during the regular school day.
** Use this category if data do not fit in specific categories provided

4.2 Students-to-Staff Ratio

As stated in EA’s RFP, all center activities were conducted at a maximum ratio of 1:10 staff/student ratio. This formula allowed staff to work closely with students. This level of direct supervision also supported and more disciplined environment that was not plagued with behavioral issues. In agency surveys, students reported contentment with the small group feel.

4.3 Staff Training

EA provided an array of professional development opportunities to staff and volunteers. Training included topics such as inclusion, developmentally appropriate teaching practices, diversity, differentiated instruction, curriculum implementation, and instructional techniques. All face-to-face trainings were interactive and required participants to create implementation plans they could use at the site. Additionally, an assortment of online on-demand video workshops were made available 24/7 to all staff and volunteers. Lastly, EA contracted with a professional development agency to create tailored trainings for all staff based on a review of program objectives. The face-to-face trainings were conducted by the program director. Trainings were designed to help staff stay abreast of the latest research-based instructional techniques, improve their understanding of the standards and the correlation between the standards and their instruction, and provide ways they could help struggling learners through the curricula.

5.0 OBJECTIVES AND OUTCOMES

5.1 Objective Assessment

An evaluation of the year end data tool provided the following information:

Academics: The Academic Objectives were separated by subject area. Each subject area had the same goal for both middle school and high school students.

- English Language Arts/ Writing – 55% of regularly attending students will improve to a satisfactory English Language Arts grade or above, or maintain a high grade across the program year.
 - Middle School- 100% of regularly participating students achieved this goal
 - High School – 71% of regularly participating students achieved this goal
- Mathematics – 55% of regularly participating students will improve to a satisfactory mathematics grade or above, or maintain a high grade across the program year.
 - Middle School – 67% of regularly participating students achieved this goal
 - High School – 53% of regularly participating students achieved this goal
- Science - 55% of regularly participating students will improve to a satisfactory science grade or above, or maintain a high grade across the program year.
 - Middle School – 100% of regularly participating students achieved this goal
 - High School – 81% of regularly participating students achieved this goal.
- Algebra I End-of-Course Exam -55% of regularly participating students enrolled in Algebra I will pass the Algebra I End-of-Course (EOC) exam.
 - Middle School – 0% of regularly participating students are enrolled in Algebra I
 - High School – 100% of regularly participating students enrolled in Algebra I passed EOC exam.
- High School Graduation – 85% of regularly participating students will graduate within their 4-year cohort.
 - High School – 82% of regularly participating students achieved this goal.

Personal Enrichment- Personal Enrichment activities included a Health and Nutrition based assessment.

- Personal Enrichment – 75% of regularly participating students will maintain high performance or improve their physical and personal wellness as measured by perceptual survey (student).

- Middle School – 100% of regularly participating students achieved this goal.
- High School – 94% of regularly participating students achieved this goal.

Dropout Prevention – Dropout Prevention activities included credits review, transcript assessment, etc.

- 70% of regularly participating students will increase their grade promotion as measured by report card grades.
 - Middle School – 100% of regularly participating students achieved this goal
 - High School – 100% of regularly participating students achieved this goal.

Adult Family Services – Family Literacy: Family Literacy services included training in basic computer skills.

- 70% of regularly participating family members will increase their computer literacy as measured by authentic assessment.
 - Middle School – 100% of regularly participating family members achieved this goal
 - High School – 100% of regularly participating family members achieved this goal.

5.2 Other Findings

The students, teachers and parents were provided the opportunity to complete online surveys to offer feedback to EA in regards to overall performance.

Student surveys showed that 88% of students responding enjoyed the program activities, 100% responding felt the adults in the program cared about them, 80% responding reported feeling safe at the center, and most reported that if they were not in EA's after school program they would be alone at home, engaged in social activities. While these numbers were impressive, the student surveys revealed EA has some work to do in the area of teaching students how to get along well with others. 63% of students reported felt that EA could show improvement in this area.

The teacher surveys reported that teachers were basically satisfied with the program overall, student, progress and attentiveness. Generally, teachers expressed a desire to see improved participation of both parents and students.

Parent surveys reported a general satisfaction with the program content and implementation, as well as staff interactions. Parents also reported a satisfaction with their child's happiness with the program, and the academic improvements their students achieved.

Overall the surveys indicated that, of those responding, students, parents, and teachers had a general satisfaction with the program. Additionally, the surveys revealed areas of improvement

in areas of teaching students to get along well with others, as well as improving parent and student participation.

5.3 Student Success Snapshot

Many successes were experienced by students attending EA's 21st CCLC program. Especially rewarding was the ability of each of our regularly participating students to obtain their First Aid/CPR certification. One particular student that deserves to be highlighted is a senior who started our program early on. She expressed concern about her ability to graduate with her cohort and her desire to go to college, though she felt it was highly unlikely. This student was provided a transcript evaluation to see exactly what she needed to graduate. Through extensive communication with the graduation coach, her guidance counselor, and her teachers, a comprehensive plan was developed to put her on track for graduation. In her first nine weeks, her grades were fair, but she was able to pull them up and maintain good grades through EA's homework assistance and tutoring. Additionally, the student received ELA and math remediation for her FSA ELA assessment and the SAT. As a result, she passed her FSA ELA and graduated this year. Further, she was able to score high enough on the SAT to gain college admission. In response to finding out she would graduate and go to college, she tearfully expressed tremendous gratitude for the opportunities and support she received from EA's program.

5.4 Overall Findings for Each Objective

An overall review of EA's performance in meeting its program objectives for the 2016-2017 academic year are as follows:

- Academics: The Academic Objectives were separated by subject area. Each subject area had the same goal for both middle school and high school students.
- English Language Arts/ Writing – 55% of regularly attending students will improve to a satisfactory English Language Arts grade or above, or maintain a high grade across the program year.
 - Middle School- Achieved Objective
 - High School – Achieved Objective
 - Mathematics – 55% of regularly participating students will improve to a satisfactory mathematics grade or above, or maintain a high grade across the program year.
 - Middle School – Achieved Objective
 - High School – Making Progress
 - Science - 55% of regularly participating students will improve to a satisfactory science grade or above, or maintain a high grade across the program year.
 - Middle School – Achieved Objective
 - High School – Achieved Objective

- Algebra I End-of-Course Exam -55% of regularly participating students enrolled in Algebra I will pass the Algebra I End-of-Course (EOC) exam.
 - Middle School – No participating students
 - High School – Achieved Objective
- High School Graduation – 85% of regularly participating students will graduate within their 4-year cohort.
 - High School – Making Progress

Personal Enrichment- Personal Enrichment activities included a Health and Nutrition based assessment.

- Personal Enrichment – 75% of regularly participating students will maintain high performance or improve their physical and personal wellness as measured by perceptual survey (student).
 - Middle School – Achieved Objective
 - High School – Achieved Objective

Dropout Prevention – Dropout Prevention activities included credits review, transcript assessment, etc.

- 70% of regularly participating students will increase their grade promotion as measured by report card grades.
 - Middle School – Achieved Objective
 - High School – Achieved Objective

Adult Family Services – Family Literacy: Family Literacy services included training in basic computer skills.

- 70% of regularly participating family members will increase their computer literacy as measured by authentic assessment.
 - Middle School – Achieved Objective
 - High School – Achieved Objective

6.0 PROGRESS TOWARD SUSTAINABILITY

EA is actively working on their sustainability plan. The program is seeking to increase program partnerships, as well as pursue private funding vehicles to continue the valuable after school programming provided at the Lewis-Cobb. Current program partners consist of community based organizations (CBO) that serve a valuable role in providing services to the students. These CBO's are also nonprofit entities, and EA looks forward to partnering with them in other grant funded efforts.

Table 14: Partnerships and Sub-Contracts

Agency Name	Type of Organization	Sub-Contractor (Yes/No)	Estimated Value (\$) of Contributions	Estimated Value (\$) of Sub-contract	Type of Service Provided
Jacksonville Brotherhood of Firefighters	CBO	No	\$3,000	\$0.00	S.T.E.M, Career-Readiness, First-Aid CPR training, and volunteers
Alpha Kappa Alpha Sorority, Inc.	CBO	No	\$2,200	\$0.00	College and Career Readiness workshops, Computer training, and volunteers
<i>Note: Value of subcontract must be ZERO if the agency is listed as "No" in the subcontractor column. Likewise, the value of the subcontract must be greater than ZERO if the agency is listed as "Yes" in the subcontractor column.</i>					

7.0 LESSONS LEARNED AND RECOMMENDATIONS

EA’s 21st CCLC program at the Lewis-Cobb Center is providing meaningful services to the community. The area needs assessment supports the on-going need for no cost educational support services in the neighborhood. The center is positively impacting the areas dropout rate, graduation rates and assisting in improving the health & nutrition choices area families make. The site is located in Zone 1 of Duval County which a zone that experiences a disproportionately large amount of health and education disparities. EA’s work fulfills a needs gap that the area could not eliminate on its own. As the 2016-2017 academic year has come to a close EA has laid the foundation for continued work and future success.

In preparation for the upcoming 2017-2018 academic year, EA will strive to improve in those areas in which performance is substandard. Specifically:

- EA will enhance its recruitment efforts in order to obtain a larger number of middle school student.
- EA will improve its retention efforts to increase attendance
- EA will encourage a higher level of participation from the advisory council, to ensure the program continues to provide services that the population served deems relevant and valuable.
- EA will continue to encourage parents to participate in the Adult/Family activities.

- EA will enhance its interaction with the regular school day teachers in order to help improve student performance in mathematics and increase the graduation rate.

EA's data collection and evaluation methods have proven to be effective and have well served the agency during the 2016-2017 service year. The current methods will be used in the 2017-2018 service year.